

How to Cultivate Students' Cultural Self-confidence in English Teaching

Jing Liu

East University of Heilongjiang, Harbin 150066, Heilongjiang, China.

Abstracts: Cultural self-confidence is one of the strategic theories in China. In the teaching of various disciplines, the cultivation of students' cultural self-confidence is very important. Only by allowing students to establish firm confidence in their own culture can they continue to carry forward Chinese traditional culture. In English teaching, teachers should not only help students learn foreign language knowledge and feel western culture, but also cultivate students' confidence in their own culture. Therefore, this paper expounds cultural self-confidence, analyzes the difficulties in cultivating students' cultural self-confidence in English teaching, and puts forward some strategies to improve students' cultural self-confidence.

Keywords: English Teaching; Cultural Confidence; Culture

1. Introduction

With the excessive publicity and pursuit of western culture from all walks of life, many people began to worship foreign countries and blindly pursue Western ideas and culture, gradually reducing their pride in their own traditional culture and bringing a certain impact to the teaching of traditional culture. Therefore, in English teaching, teachers should not only impart English knowledge, but also balance the relationship between the two cultures. In the process of explaining Western cultural knowledge, teachers should also integrate Chinese traditional cultural elements, make students more confident and love their own traditional culture, and guide students to establish firm cultural self-confidence.

2. Overview of cultural confidence

Cultural self-confidence reflects a country's and a nation's high recognition and self-confidence in its own cultural values and ideals. The development of socialism with Chinese characteristics needs to adhere to cultural self-confidence. To enhance cultural self-confidence is to improve the cohesion of the Chinese nation and enhance the competitiveness of the country.

The traditional culture of the Chinese nation is the root of the country. Only by strengthening everyone's cultural self-confidence can the motherland become stronger and stand in the forest of the world. Students are the pillars of the motherland in the future. The construction of the great cause of socialism still needs the persistence of every student. Therefore, the majority of educators should strengthen the cultivation of students' cultural self-confidence, integrate the education of traditional culture into the teaching of various disciplines, and let contemporary students fully feel the charm of Chinese traditional culture, so as to improve students' national pride, and continue to inherit Chinese traditional culture.

Copyright 2021 Jing Liu

doi:10.18686/ahe.v5i6.3733

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/4.0>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

3. Difficulties in cultivating students' cultural self-confidence in English teaching

3.1 Under the impact of foreign culture

Chinese civilization has a long history. Many students can only understand the tip of the iceberg. Some students' cognition of traditional culture even stays on traditional festivals. In addition, students are rarely exposed to more Chinese traditional culture in their daily study. Especially in recent years, with the rapid development of the Internet, various western festivals, customs, arts and values begin to impact on Chinese traditional culture. Many students have a blind worship attitude towards western culture. In life, many students prefer to watch English movies and celebrate western festivals, and gradually become indifferent to their own traditional culture. Under this cultural impact, if English teaching cannot adjust teaching in time and strengthen the publicity of Chinese traditional culture, and students will not be able to better understand Chinese traditional culture and establish good cultural self-confidence, which will create greater impact opportunities for western culture and form a vicious circle.

3.2 The setting of English teaching content is not reasonable

The main purpose of English teaching is not only to let students know more about foreign culture and make better communication between foreign culture and Chinese culture, but also to make students more recognize Chinese traditional culture, so that their excellent traditional culture can also be actively exported, and avoid students' blind worship of foreign culture and reduce their confidence in Chinese traditional culture. However, in the development of English teaching, many English teachers only pay attention to the study of foreign culture. Most of the teaching contents are related to English and ignore the explanation and dissemination of their own culture. This unreasonable teaching content setting is very disadvantageous to students' learning Chinese culture, and even makes students lose confidence in their own culture and produce a certain sense of inferiority, which eventually leads to the reduction of national pride and the country's competitiveness.

3.3 Lack of awareness of cultivating students' cultural self-confidence

Influenced by the traditional English classroom evaluation methods, English teachers pay more attention to students' English performance and achievement. Therefore, when conducting classroom evaluation, teachers pay attention to the teaching of English language. In order to make students more familiar with their usage habits and environment, teachers will teach and popularize more western cultural customs to students, so that students have less confidence in their own culture than in western culture. Especially in some foreign language schools, they do not pay enough attention to the cultivation of students' cultural self-confidence. In order to improve students' English professional knowledge, teachers push students too far into the learning of western culture, making students worship foreign culture more.

4. Strategies of cultivating students' cultural self-confidence in English teaching

4.1 Improving English teachers' traditional cultural literacy

Teachers are the leaders of students' learning. In order to cultivate students' cultural self-confidence through English classroom teaching, we must first let teachers learn more domestic excellent traditional culture, improve English teachers' traditional cultural literacy and make teachers have firm cultural self-confidence. In this way, in the English classroom, teachers can integrate their own traditional culture with English knowledge and better apply it in English teaching. It can not only ensure students' normal English learning, but also make students imperceptibly influenced by their own excellent culture, and let Chinese traditional culture take root and sprout in students' hearts.

When teachers improve their cultural self-confidence, they can use a variety of ways, such as watching some programs of Chinese traditional culture, great country culture, Chinese poetry conference, the first knife in the world, etc. Moreover, English teachers can also participate in some Chinese professional activities, such as the relevant exchange activities held by the Confucius Institute, so that teachers can personally feel the charm of Chinese traditional culture and learn more knowledge in a good traditional cultural atmosphere, so as to improve their traditional cultural literacy and lay a solid foundation for cultivating students' cultural self-confidence.

4.2 Holding theme reading activities

Influenced by English teaching textbooks and training programs, many textbooks are mostly related to western culture when selecting articles, so as to let students know more about western culture and traditional customs. Teaching

materials are not only the main tool for teachers to teach, but also the main indicator of teaching direction. If more domestic cultural content is not added to the teaching materials, teachers can actively hold some theme reading activities related to domestic culture to increase students' extracurricular reading. Let students not only learn English knowledge, but also have a better understanding of their own traditional culture, so as to enhance students' confidence in Chinese traditional culture.

For example, teachers can regularly hold a theme reading activity related to their own traditional culture, taking "Chinese traditional folk custom" as an example. Teachers can organize students to read some articles related to the theme of Chinese traditional folk customs in their spare time. After learning these Chinese traditional folk customs, teachers can let students briefly introduce the folk customs in English in class. In this way, students can not only deepen their impression of traditional folk customs, but also enhance their English expression ability. For example, when introducing the folk custom of "guessing lantern riddles", students can first introduce that "guessing lantern riddles" is a characteristic activity of the Lantern Festival, and then introduce its activity form: people write riddles on paper, and paste them on colored lights to attract the masses to guess.

4.3 Comparing the cultural differences between China and the West

Chinese culture is broad and profound, which is full of the wisdom of Chinese ancients. Many students blindly pursue western culture because they don't have enough understanding of Chinese culture. In the process of western culture teaching, English teachers can actively introduce relevant Chinese culture, so that students can compare the differences between Chinese and Western cultures, so as to have a more objective and fair evaluation of Western cultures.

For example, when teachers explain western food culture, teachers can compare the differences between Chinese and Western food culture, so that students can feel the richness and charm of Chinese food culture. Because Westerners pursue rationalism, they often only care about the nutritional value of food and have no high requirements for the color, flavor and taste of real objects. But China is very different. It pursues cooking art. Food should not only be nutritious, but also an important medium to enrich festival culture and enhance the distance between relatives and friends. Moreover, the eight famous cuisines of "Sichuan, Guangdong, Jiangsu, Fujian, Zhejiang, Hunan, Anhui and Shandong cuisine" represent the cultural characteristics of various places with different styles, such as Jiangsu, Zhejiang and Anhui cuisines such as Jiangnan beauties, Sichuan and Hunan cuisines such as talents, etc.

5. Conclusion

In short, when learning western culture, students should maintain a dialectical view of it, and maintain their original heart. They should not give up the study of their own culture due to the impact of foreign culture, and should strengthen their self-confidence in their own culture. Before improving students' English literacy in English teaching, English teachers should first strive to learn traditional culture, enhance their own cultural literacy, and actively change teaching contents and methods, in order to infiltrate traditional culture into English classroom. In this way, we can better enhance students' sense of identity and pride in national culture and improve students' cultural self-confidence.

References

1. Mao Y. Cultivating students' cultural self-confidence in English teaching. *Campus English* 2020; (32): 113-114.
2. Liang X, Shen Q. How to cultivate students' cultural self-confidence in Higher vocational English teaching. *Western Quality Education* 2020; 6(10): 96-97+102.
3. Di T, Bian Y. On improving students' cultural self-confidence in English Teaching. *Changjiang Series* 2020; (14): 66+92.